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ABSTRACT

The Number Four school is a centralized early childhood center in the Lawrence Public Schools, Nassau County, New York. Implemented in September 1982, a full-day kindergarten program was developed by staff and administration to expand and enrich the curriculum and program horizontally while maintaining the original half-day program's developmental and child-centered philosophy. This report discusses added program components, including in-depth and integrated curriculum themes, additional trips, an expanded cooking and nutrition program, increased language development and language experience opportunities, expanded "prereadiness" computer activities and programs, and other enrichment factors. The report also addresses changes and refinements made during the second year of implementation; the evaluations of parents, staff, and administration; standardized testing; the advantages of a full-day kindergarten program; continuing problems and concerns; and recommendations for future consideration. On the basis of evaluations cited in the report and data included in the appendices, evaluators postulated that the program may have important implications for ensuring equity in education for less advantaged children. Appendices provide a report and summary of home visits; results of full-day kindergarten/first-grade Follow Through evaluations; results of the Hammondsport Assured Readiness Program; summary and recommendations of staff evaluation of full-day kindergarten; and related evaluation forms and graphs. (RH)

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LAWRENCE PUBLIC SCHOOLS
NUMBER FOUR SCHOOL

SECOND YEAR
FULL DAY KINDERGARTEN PROGRAM
EVALUATION

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Dr. Sheila Terens
February 28, 1984

LAWRENCE PUBLIC SCHOOLS
NUMBER FOUR SCHOOL
INWOOD, NEW YORK

February, 1984

SUMMARY OF FULL DAY KINDERGARTEN EVALUATIONS

This midyear report summarizes the results of the June California Achievement Tests, the September Home Visits, the October First Grade Follow Through Evaluation, the January Parent and Staff Evaluations, and my ongoing involvement, observations and supervision of all aspects of the full day kindergarten program. (The data is attached to this report).

Several changes have been implemented during this second year of the program. I would like to address these with the results to date:

1. Class size was reduced from last year's 22-23 to this year's 18-20. As of February 10 we have 251 children enrolled in the program. All of the classes have an enrollment of 19 or 20, with the exception of the Small Kindergarten class of 14 children.

The smaller class size has reduced some of the tensions reported last year and has facilitated better activity and socialization opportunities in the classroom.

2. A Small Kindergarten class of 14 children was provided for those children who appeared to have developmental delays and/or special needs.

These children are progressing nicely at this time. They are receiving more intensive one-to-one and small group instruction as well as a curriculum modified to meet their learning pace.

3. A rest period has been implemented for all children for approximately 20 minutes after lunch and/or before lunch if the class is on the second lunch hour schedule (12:30-1:30 P.M.).

The children are responding well to this rest period and it has helped sustain the activities following. In addition, we have added an unusual component of playing classical music during this period. The teachers are presenting Beethoven, Mozart, Debussy, Rachmaninoff, etc. We are building up a circulating library of records and cassette tapes to facilitate this new and unique component of the kindergarten program. We feel that this early and frequent exposure to classical music will be a long term enriching experience.

4. Additional outdoor playground equipment installed on the front lawn has facilitated outdoor play during the day and lunch hour, weather permitting.

5. Earlier parent-teacher conferences were scheduled beginning right after the Thanksgiving holidays. Two hundred two (202) conferences were held before the winter holidays. We will begin a few weeks earlier, if possible, next year so that the conferences aren't scheduled as close to the holiday season. A letter stressing the importance of keeping to the scheduled conference time will be sent to the parents next year.

6. Scheduling for the reading centers has been modified so that the last period ends at 2:00 P.M. The reading teachers (as well as special teachers) still report better attentional and listening skills in the morning.

7. The music/movement classroom has been relocated to the first floor. This has resulted in less distraction to other kindergarten classes.

8. A monthly newsletter from the Principal has been sent home on a regular basis. In addition, several teachers send home a letter every few weeks to describe specific classroom activities, curriculum themes, trips, recipes, etc. These letters give parents an overview of ongoing events and special activities as well as cultural arts presentations.

9. Fifteen minutes of teacher preparation time were added to the children's lunch hour.

The teachers now have this time each day to prepare the art projects, materials and equipment for the activities planned for the afternoon.

These changes have resulted in most positive results for children and teachers. The second year of the full day program is stronger with regard to curriculum development, team teaching, and sharing of ongoing themes and activities. Teacher morale is considerably better this year.

I would like to discuss the continuing strengths of the full day kindergarten program, present concerns, and recommendations for next year.

Strengths of the Full Day Kindergarten Program

1. Knowledge of Individual Children

Teachers know their children better; their strengths and weaknesses, interests, and special needs.

2. Instruction

More opportunities are available for small group and individualized teaching-learning experiences. There are also more opportunities for reinforcements with a variety of modalities and activities.

3. Curriculum

There is more time to implement indepth curriculum themes, take more trips, engage in ongoing cooking activities and preparation of snacks, as well as to provide opportunities for children to explore a variety of media and express their creativity. Increased language development experiences and storytelling opportunities are other advantages of a longer day. In addition, we are exploring the area of computer awareness in more kindergarten classrooms this year.

4. Socialization

More time and opportunities for socialization are inherent in the full day program. The classes are organized heterogeneously in terms of social maturity, academic abilities, and ethnic and socio-economic factors. This balance provides all of the children with opportunities for wider contacts and role models throughout the day.

5. Special Programs

The full day program facilitates more integration of program and indepth activity periods. Going to special programs (music, physical education, and library) still leaves plenty of time for classroom experiences. In addition, with half the class going to Safety Village, Hammondsport Readiness Program, Speech Development and Museum, the teacher has several opportunities during the week to work with small groups in special activities.

The special teachers attend faculty and grade level meetings so as to integrate their programs with the ongoing classroom themes and studies. These teachers provide direct instruction, enrichment, additional supports and further opportunities for reinforcement.

6. Transition Period at the Beginning of the School Year*

The first two weeks in September were half day for the children and during the third week they remained through lunch. This transition period served two purposes:

1. To provide an orientation and gradual movement for the children into the full day program, activities, and special teachers.

2. To provide the teachers with time to make home visits to each of their children's families. Two hundred thirty nine visits (out of 249) were completed by the end of September. Staff and parents were in agreement that the visits established an early rapport, better understanding of the children, insights into family background and parent-child interaction, and also strengthened home/school communication and partnerships.

7. Parent Involvement

Parent involvement has remained high with the implementation of the full day kindergarten program in terms of classroom volunteers, participation in the home visits and school based conferences, attendance at Orientation and Back-to-School Nights and daytime Parent Education Programs (P.E.P.).

The majority of parent responses and comments to the midyear evaluation questionnaire were praises and commendations for the quality of the program, children's work and activities, caliber of the teaching staff, children s enjoyment of the program, and the school's fostering of creativity and academic growth. Twenty-seven parents also noted their children's willingness to share information about school activities when they came home from school. This was one of the activities in which children engage when they come home from school, according to the parent responses.

* (See Appendix A attached)

The increased involvement of parents with the school and the children's recounting of their class experiences appear to have given families a clearer understanding of and strong support for the program.

8. Readiness for First Grade*

The results of the First Grade Follow Through Evaluation carried out in October, 1983, were overwhelmingly positive. First grade classroom teachers, special teachers and administrators were in agreement on the rating scales as well as in comments in assessing the former full day kindergarten children as performing at a higher level (compared to former students who had attended only half-day programs) in the following areas:

1. Ability to demonstrate readiness for first grade work.
2. Ability to interact positively with school staff.
3. Ability to maintain physical stamina throughout the day.
4. Ability to follow directions.
5. Ability to demonstrate fine motor skills.

An important outcome of the follow through evaluation of the present first graders is the implication for equity in education. The Number One and Number Two Schools' staff were overwhelmingly positive about the gains demonstrated by their first graders in all areas. We may find that full day kindergarten will help to diminish the educational gap for less advantaged children. As one Principal commented:

> "The children are truly ready for first grade as a result of their Full Day Kindergarten experience. The differences between last year's group and our present first graders are most obvious to everyone. The children in Grade One at Number Two School are walking ads for your program."

*(See Appendix B)

A comparison of the May, 1982 and the May, 1983 Kindergarten C.A.T. scores was also made. In 1982, 15.7% of the children achieved scores in the lower three stanines compared to 6.5% in 1983, 40.7% of the children in 1982 fell into the average (4-6) stanines compared to 33.9% in 1983 and 43.6% achieved scores in the high (7-9) stanines in 1982 while 59.6% fell into the high range in 1983. In 1982, the kindergarten was half day and in 1983 it was full day with a more expanded Hammondsport Reading Readiness Program.

In addition, a comparison of the former prekindergarten children's May, 1982 and May, 1983 Kindergarten C.A.T. scores was made. The results showed that in 1982, 16.7% of these children achieved scores in the lower three stanines compared to 8.3% in 1983, 45.5% of these children in 1982 fell into the average (4-6) stanines compared to 38.8% in 1983, and 37.8% achieved scores in the high (7-9) stanines in 1982 while 52.9% fell into the high range in 1983. This confirms further the notion that the full day kindergarten, with its expanded Hammondsport Reading Readiness Program, may impact on strengthening the skills of less advantaged children and provide more equity in education in the long run.

An assessment based on the C.A.T. score results in 1983 as compared to 1982 indicates that fewer children fell into the lower and middle stanines and more into the higher stanines. This achievement would appear to be related to both the expanded reading readiness program and to the full day kindergarten experience. In addition, the music and physical education programs reinforced the concepts of directionality, spatial relationships, etc. in their programs and also supported the Hammondsport thrust.

*(See Appendix C)

Present Concerns With the Full Day Kindergarten Program

1. The program is still stressful in terms of the length of the day and the late beginning and ending times. During the last hour of the afternoon, many children are tired, restless, inattentive, and sometimes acting out.

During the midyear evaluation, parents were asked when their children went to bed at night and woke up in the morning. It was reported that 129 children (out of the 154 questionnaire returns) went to bed between the hours of 8:00 to 9:30 P.M. and 78 awoke between 7:00 and 7:30 A.M. It would seem that since the majority of children go to bed late and wake up early, that our late kindergarten program schedule is not as appropriate as an earlier beginning and ending time would be. Our program may indeed be contributing to a different pattern of bedtime habits for families with kindergarten children.

2. The Nurse reports many children coming to her office throughout the day with various complaints (headaches, stomachaches, not feeling well, microscopic cuts, etc.). In a two month period there were 210 visits to the Nurse's office for these kinds of "ailments." In addition, more children are being sent to school ill; occasionally with fever.

Recommendations

1. The hours of the full day kindergarten program must be addressed. The day should be shortened and the beginning and ending times moved up to an earlier schedule. The present schedule is not in the best interests of kindergarten children and not educationally appropriate.

2. We should continue the option of sending children home early if the full day does not meet their needs socially and academically.

Parents should continue to exercise this option as well.

3. If there are enough parents (18-20) who request a 1:00 P.M. dismissal, a class should be organized around this schedule.

4. Daily scheduling will continue to be reviewed to maximize the time best suited for children's special programs (Hammondsport, etc.).

5. Several staffing needs are evident at the kindergarten level.

Library Clerical Services (Part-time)

Special Education Resource Teacher (Full-time)

Speech and Language Teacher (Part-time)

Certified Teacher for the Sight, Sound and Touch Museum (Part-time)

Teacher Aide Time (One hour of teacher aide time in each kindergarten classroom daily would greatly facilitate the instructional program with the present class size of 19-20.)

6. We should continue the organization of the Small Kindergarten Class for those children with significant developmental delays.

7. We should continue a follow through evaluation of the full day kindergarten children as they move through the grades.

Concluding Statement *

We continue to model an exemplary early childhood program. Eighteen school districts have visited and observed our program from November, 1983 through February, 1984. The visitors have included administrators, Boards of Education members, teachers, parents, and aides. Several districts have sent second teams of teachers to visit and observe in the classrooms and reading readiness centers. Presentations have been made about our full day kindergarten program at the Nassau County Early Childhood Education Council, the Nassau County Reading Association, and the Nassau County Superintendent's Association to date. Further presentations are scheduled for the National Association of Supervision and Curriculum Development (ASCD) and the National Association of Educational Research (NAER) in March and April.

The second year of the full day kindergarten program in the Lawrence Public Schools has been implemented with several positive program changes, ongoing curriculum development and refinement, as well as continued staff development and parent education components.

It is hoped that this report will be reviewed and discussed with the hope of providing avenues of consideration and exploration for further program refinement.

Respectfully submitted,

Sheila Terens

Sheila Terens
Principal

*Appendix D includes a summary and the data of the midyear staff and parent evaluations.

ST/gp

Appendix A

LAWRENCE PUBLIC SCHOOLS
NUMBER FOUR SCHOOL
INWOOD, NEW YORK

REPORT AND SUMMARY OF HOME VISITS - SEPTEMBER 1983

Number of Home Visits Completed:	239
Number of In School Conferences:	2
Incomplete	8

Twenty seven fathers were present (stayed home from work) to participate in the home visits. The visits lasted anywhere from twenty minutes to one hour. Several visits were made in the evening and some special teachers accompanied the classroom teachers to the homes.

The parents were cordial and pleasant for the most part during the visits. Several parents extended dinner invitations to the teachers and many had prepared coffee, etc.

The teachers felt that the home visits:

-Provided better understanding of their children.

-Gave them insights into family background and parent-child interaction.

-Helped to establish early rapport and relationships with parents.

-Familiarized them with the parents prior to Orientation Night.

-Encouraged parents to make more contacts with the school and staff, thus strengthening home-school communication.

-Facilitated home/school working partnership.

The children reacted to the home visits:

"When are you coming to my house?"

"I remember when you came to my house."

Several children were observed to become more outgoing after their teachers' home visits.

The staff agreed that the home visits were most valuable and worthwhile. In addition, the beginning weeks afforded the children opportunities to move gradually into the swing of the full day program.

One hundred eight parents (out of 154 questionnaire returns) found the home visits very worthwhile. In addition, 35 comments indicated that the home visits were an excellent idea, a good way to meet the teacher and establish close relationships, that their children felt special and reassured about their new teacher, and close contact with the teacher has since continued.

Appendix B

Number Four School
Full Day Kindergarten/First Grade Follow Through Evaluation

A follow through questionnaire was administered in October of 1983 to the first grade teachers, ancillary staff, and administrators throughout the Lawrence Public Schools to help evaluate the effects of the first year with regard to the full day kindergarten program implemented in the District during the 1982-83 school year.

The questionnaire was intended to elicit information regarding the social and physical adjustment as well as the academic readiness for first grade of those students who had participated in the full day kindergarten program during the 1982-83 school year as compared to former students who attended only half day kindergarten programs.

The follow through questionnaire was answered by:

13 first grade classroom teachers including one special education teacher.

(2 teachers new to the first grade level did not respond)

15 specialists (art, music, library, physical education and one psychologist).

4 Principals and 3 Assistants and/or Resource Teachers

The results of the first year follow through evaluation were overwhelmingly positive. Teacher comments correlated highly with the opinions and reactions of the administrators.

First grade classroom teachers, special teachers and administrators were in agreement on the rating scales as well as in comments in assessing the former full day kindergarten children as performing at a higher level (compared to former students who had attended only half day programs) in the following areas:

1. Ability to demonstrate general readiness for first grade work.
2. Ability to interact positively with school staff.
3. Ability to maintain physical stamina throughout the day.
4. Ability to follow directions.
5. Ability to demonstrate fine motor skills.

In addition, the classroom teachers and administrators rated the former full day kindergarten children as superior to former half day children in:

1. Ability to adjust in general to first grade.

The special teachers also rated the former full day kindergarten children as superior in:

1. Ability to demonstrate responsiveness to special programs.
2. Ability to demonstrate expressive language skills.

There were very few ratings indicating that the former full day children were performing at a lower level than former half day kindergarten children. Four items (out of 17 questions) were rated as performing at a lower level by individual classroom teachers once each as follows:

1 rating: Ability to demonstrate attentional and listening skills. (This teacher stated that 4 children in her first grade class had not participated in the district's full day kindergarten program and they had a negative influence on behavior in her classroom).

1 rating: Ability to demonstrate responsibility.

1 rating: Ability to demonstrate expressive language skills.

1 rating: Ability to demonstrate gross motor skills.

Individual specialists (art, music, library, physical education, etc.) rated several areas in which the full day children performed at a lower level as follows:

3 ratings: Ability to interact positively with peers. (Two physical education teachers commented that discipline was more difficult this year).

1 rating: Ability to adjust in general to first grade.

1 rating: Ability to follow directions.

1 rating: Ability to demonstrate responsibility.

1 rating: Ability to demonstrate leadership qualities.

1 rating: Ability to demonstrate attentional and listening skills.

1 rating: Ability to demonstrate readiness for first grade work.

1 rating: Ability to demonstrate competency in auditory and visual motor skills.

The administrators and assistants did not rate the former full day kindergarten children as performing at a lower level in any area. The administrators and assistants were more generally positive; perhaps because they observe in the classrooms, lunchrooms and corridors, as well as during arrivals and dismissals, and thus see the grade level from a more global perspective. Their comparisons, therefore, are arrived at from more generalized impressions and vantage points.

The majority of classroom and special teachers agreed that former full day kindergarten children performed at the same level as former half-day children in the following areas:

1. Ability to interact positively with peers.
2. Ability to demonstrate leadership abilities.
3. Ability to demonstrate attentional and listening skills.

4. Ability to demonstrate competency in auditory and visual motor skills.

5. Ability to demonstrate gross motor skills.

6. Ability to demonstrate broader range of experiences.

Other areas highlighted in the comments and at a kindergarten-first grade teacher's articulation meeting were:

The first grade children this year sing better; on key, better pitch and tonal qualities, and have better ability in patterning activities. This is probably attributable in part to the full day kindergarten children's music program (twice a week) and to the Hammondsport Reading Readiness Program (twice a week); both of which emphasize auditory-motor and listening activities

An important outcome of the follow through evaluation of the present first graders is the implication for equity in education. The Number One and Number Two Schools' staff were overwhelmingly positive about the gains demonstrated by their present first graders in all areas. We may find that full day kindergarten will help to diminish the educational gap for less advantaged children. As one Principal commented:

> "The children are truly ready for first grade as a result of their Full Day Kindergarten experience. The differences between last year's group and our present first graders are most obvious to everyone.
>
> The children in Grade One at Number Two School are walking ads for your program."

Appendix C

NUMBER FOUR SCHOOL
INWOOD, N.Y.

June 16, 1983

Hammondsport Evaluation

The Hammondsport Assured Readiness Program was initiated mid-October 1982 and was concluded mid-May 1983. Every kindergarten child received two half-hour teaching sessions per week by a team of the District Reading Teacher or the Chapter I Reading Teacher and a Chapter I aide.

Each kindergarten class was divided into four (4) groups for the implementation of the program. Criteria for the grouping was based on the October 1982 C A T scores, an informal auditory and visual discrimination screening and the classroom teacher's assessment of each child. The groups were designated 1, 2, 3 and 4. Group 1 was the lowest functioning and Group 4 the highest in terms of auditory ability.

This year the teachers elected to bring the children to each reading teacher's room because it was felt with a full day of kindergarten, the movement would be beneficial to all. Since the reading teachers had adjoining rooms, this decision proved to be very sound. The teachers and aides had all of their materials and records set up and readily available and were able to exchange materials with each other when needed. The classroom teachers were also able to observe the auditory and visual motor components of the Hammondsport Program as a result of their being in the Reading Centers.

Each class alternated between the two reading teachers' rooms four days per week. While the Chapter I teacher and an aide worked with Groups 1 and 2 for fifteen minutes each, the classroom teacher worked with Groups 3 and 4 in the areas of language development and readiness skills. On the alternate days the District Reading teacher and an aide taught the Hammondsport program to Groups 3 and 4 while the classroom teacher worked with Groups 1 and 2.

The reading teacher taught the auditory-motor component and the aides the visual-motor component; however, once a month the areas of teaching were exchanged for a week to enable the reading teachers to assess the children's progress in the visual-motor area, and to make suggestions where needed.

The Chapter I teacher provided several inservice sessions to the aides in the auditory-motor component before this was initiated. At these sessions questions and concerns about all segments of the program were discussed.

In December conferences were held with each classroom teacher, both reading teachers and Dr. Terens to discuss the children's progress and to make any necessary changes in the groups. Very few changes were made as most of the children were progressing with their group in the auditory-motor area which is conducted as a group lesson. The visual-motor area allows each child to advance at his/her own pace so changes are unnecessary in this area.

In February, midway through the school year, every program was rescheduled. Those classes that received the program in the morning were moved to an afternoon schedule and the reverse was true of the classes that had an afternoon time slot at the beginning of the year. It was noted by all the teachers and the aides that those children who were taught the program in the morning were more alert and attentive than the children in the afternoon. The time of year appeared to have little bearing on the children's responsiveness to the program. It has been suggested that all or most of the reading sessions be taught in the morning and not later than two in the afternoon.

The auditory-motor levels include A-H. The majority of children in Groups 1 and 2 completed Level E while Groups 3 and 4 completed Level F. In the visual-motor component 25% of the children completed Level D, 50% of the children completed Level E and 25% completed or were into Level F. These percentages applied to all of the groups. Last year Groups 1 and 2 completed more visual-motor tasks than Groups 3 and 4 because they had more Hammondsport time. The expansion of the program proved to be worthwhile.

Each of the Chapter I aides worked efficiently with the program and established excellent rapport with the children.

A comparison of the May 1982 and May 1983 Kindergarten C A T scores was made.* In 1982, 15.7% of the children achieved scores in the lower three stanines compared to 6.5% in 1983, 40.7% of the children in 1982 fell into the average (4-6) stanines compared to 33.9% in 1983 and 43.6% achieved scores in the high (7-9) stanines in 1982 while 59.6% fell into the high range in 1983. In 1982, the Kindergarten was half-day and in 1983 the Kindergarten was full day with a more expanded Hammondsport Reading Readiness Program.

In addition, a comparison of the former prekindergarten children's May, 1982 and May, 1983 Kindergarten C A T scores was made. The results showed that in 1982, 16.7% of these children achieved scores in the lower three stanines compared to 8.3% in 1983, 45.5% of these children in 1982 fell into the average (4-6) stanines compared to 38.8% in 1983, 37.8% achieved scores in the high (7-9) stanines in 1982 while 52.9% fell into the high range in 1983. This confirms further the notion that the full day kindergarten, with its expanded Hammondsport Reading Readiness Program, may impact on strengthening the skills of less advantaged children and provide more equity in education in the long run.

An assessment based on the C A T score results in 1983 indicates that fewer children fell into the lower and middle stanines and more into the higher stanines. This achievement would appear to be related to both the expanded reading readiness program and to the full day kindergarten experience. In addition, the music and physical education programs reinforced the concepts of directionality, spatial relationships, etc. in their programs and also supported the Hammondsport thrust.

Barbara Gold
Chapter I Reading Teacher

*See attached graphs Appendix C

Recommendations

1. The Hammondsport Program should be continued to be implemented on the same basis.

2. New teachers should be assigned to the Reading Centers for part of the school year so they are able to observe the visual and auditory components.

3. The Hammondsport Program should be piloted in some first grades for next year and possibly in the primary TLP classrooms.

4. The District should consider the possibility of introducing cursive writing in kindergarten and first grade.

Sheila Terens
Principal

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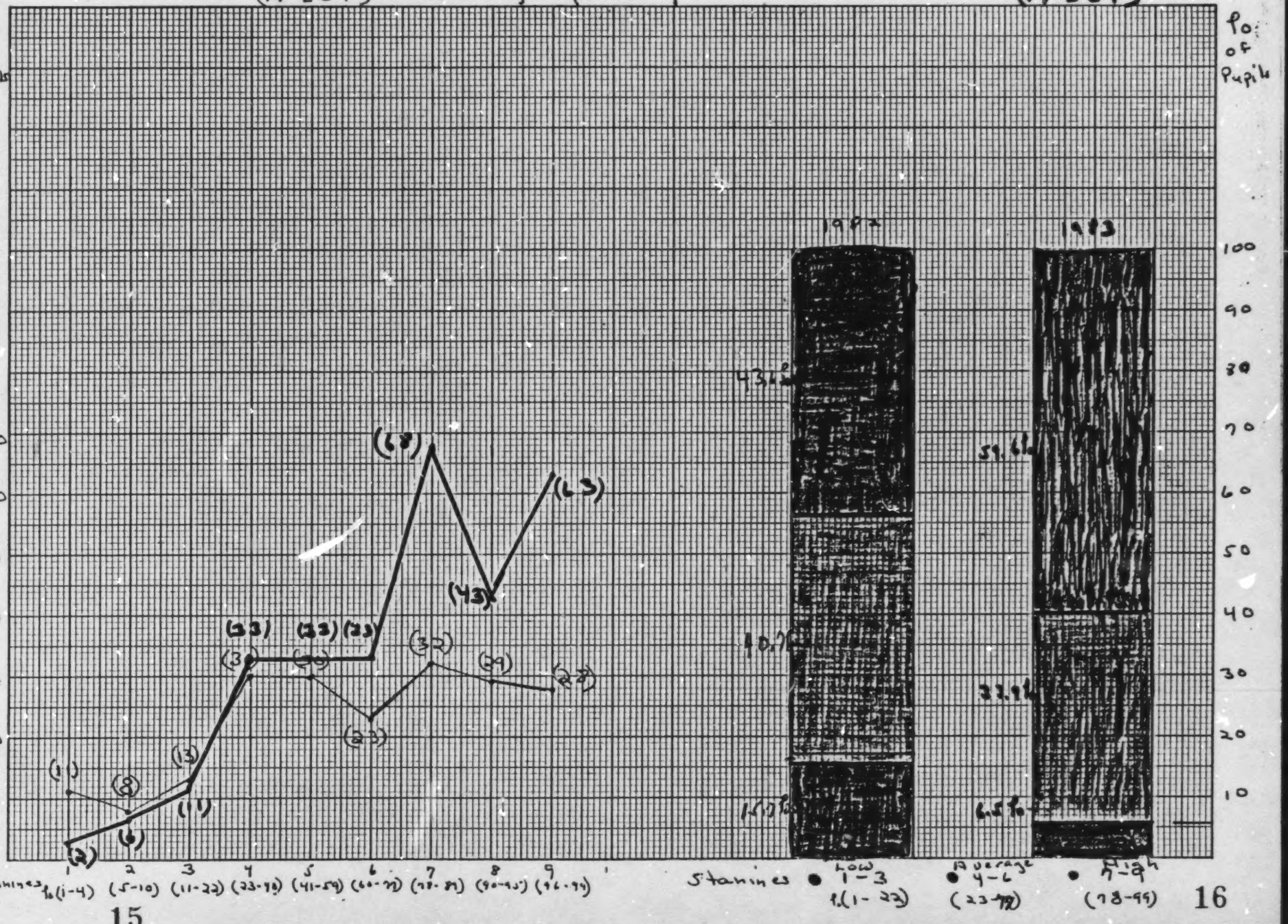
CAT scores

May 1982 — 204 pupils (19 LEP) Limited English proficiency

May 1983 — 292 pupils (17 LEP)



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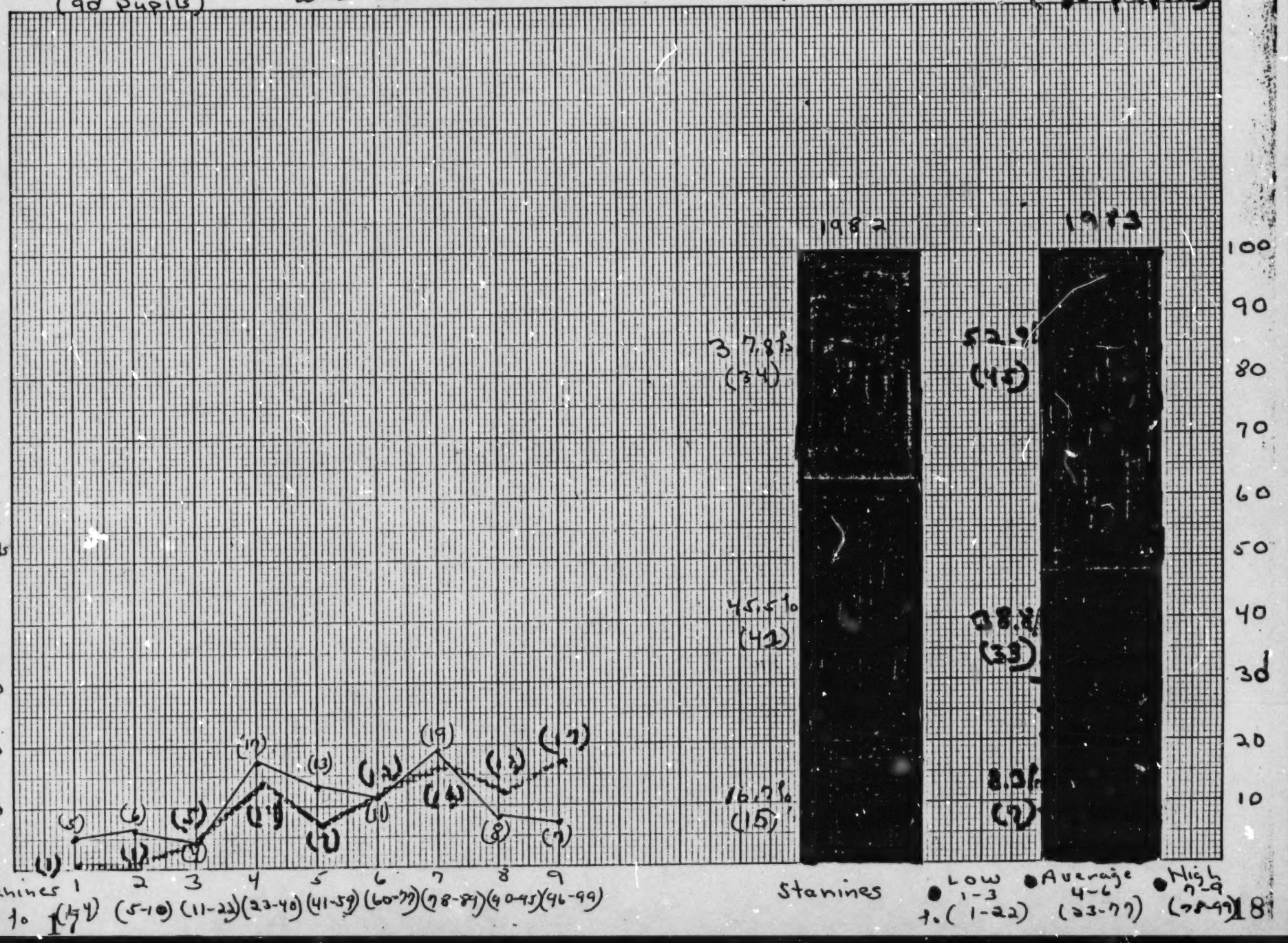
Comparison of CAT scores of children who attended District #15 Pre-K program

May 1982 (90 pupils)

May 1983 (85 pupils)



Appendix D

LAWRENCE PUBLIC SCHOOLS
NUMBER FOUR SCHOOL

February, 1984

Summary and Recommendations of Staff Evaluation of Full Day Kindergarten

I. The total number of evaluation questionnaires distributed to staff: 22

The total number of evaluation questionnaires returned by staff: 22

The 100 percent return by classroom teachers and special staff is synthesized in this report.

II. The staff response regarding home visits was very favorable. This coincides with the majority of the parent response. Teachers and parents felt the visits established an early parent-teacher rapport, better understanding of the children, insights into family background and parent-child interaction, and also strengthened home/school communication.

III. The majority of classroom teachers feel that the kindergarten day of six hours is too long and that the starting and ending times (9:30 A.M.-3:30 P.M.) are too late. During the last hour of school, many children are observed to be tired, restless, hyperactive and/or acting out. With regard to length of day, parents and staff view this somewhat differently; the majority of parents being pleased with the six hour day; the majority of staff feeling a shorter day would be more in the best interests of the teaching-learning process. All staff expressed concern with regard to beginning and ending the kindergarten day earlier. Children's fatigue and need to unwind at the end of the day were also noted in 49 parent comments. Teachers feel that an earlier beginning to the school day would find children more alert and productive.

IV. With regard to home-school communication, the majority of staff rated this as excellent. The staff commented with regard to school conferences, however, that parents need to be more reliable about keeping appointments and notifying them about cancellations.

V. The majority of teachers feel that the present class size (18-20) is appropriate. Five (5) out of 13 teachers feel that a maximum of 18 children would be ideal. The other 8 teachers felt that some aide time would facilitate small group, individual instruction and the extended work period with 19-20 children.

VI. Staff feel that a rest time is needed for all children.

VII. Classroom teachers rated children's functioning level for special programs as high in the A.M. but high to average in the P.M. The special teachers rated the children high to average in the A.M. but average to low in the P.M.

VIII. Staff states that the full day program allows more time for indepth work and activities and provides opportunities for more reinforcement of concept development. More language development opportunities, extension of social studies units, enrichment experiences, cooking, and trips were also noted by staff.

IX. Summary comments of advantages, disadvantages and recommendations by staff follow.

LAWRENCE PUBLIC SCHOOLS
NUMBER FOUR SCHOOL

February, 1984

Summary and Recommendations: Parent Evaluation of Full Day Kindergarten

I. The total number of evaluation questionnaires distributed to parents: 248

The total number of evaluation questionnaires returned by parents: 154

This 61.7% return is significant.

II. The parent response was favorable with regard to both the Orientation and Back-to-School Night meetings. Twenty-one (21) comments indicated that the Back-to-School Night (Family Night) was a nice sharing experience.

III. The home visits were very well received and should be continued. Thirty-nine (39) specific comments reflected this reaction.

IV. The majority of parents who responded to the evaluation questionnaire were pleased about the length of the kindergarten day as well as the program starting and ending times. There were forty-nine (49) responses and comments, however, to shorten the day, begin earlier, and end earlier.

V. The majority of parents rated their children as generally happy and excited upon leaving and coming home from school in terms of attitude. With regard to energy level, the majority rated the children as behaving as "his/her usual self," the middle on the continuum. Twenty-eight (28) parents commented that their children needed to rest upon coming home from school. Twenty-two (22) parents felt their children were happy and ready to begin other activities after school.

An interesting observation on the part of 27 parents was that their children were willing to share information about school activities when they came home. (Full day kindergarten may give children more to talk about.)

VI. The majority of parents were very pleased with home-school communication. The parent-teacher conferences were rescheduled for December this year rather than having January conferences as in prior years.

VII. This year questions were asked about when children went to bed at night and woke up in the morning. It was reported that 129 children went to sleep between the hours of 8:00 and 9:30 P.M., 15 children went to sleep between 7:00 and 7:30 P.M., and 5 between 10:00 and 11:30 P.M. Sixty-one (61) children get up between 8:00 and 8:30 A.M., 78 children get up between 7:00 and 7:30 A.M., and 4 between 6:00 and 6:30 A.M. The majority of children, therefore, go to bed late and wake up early. Our program may be contributing to a different pattern of scheduling and bedtime habits.

VIII. This year parents were also asked what their children did after school. Ninety-four (94) reported activities related to T.V. (with friends, alone or resting), 14 reported involvement in other activities: gymnastics, jazz, acting lessons, dancing, violin, etc. Television seems to prevail as the most significant after-school activity.

IX. With regard to specific programs (music, physical education, playgrounds, etc.), all programs were well-rated. The programs most preferred were: music and movement, outdoor playgrounds, indoor climbing gym, trips, physical education, art projects, and Reading Readiness Center.

X. The last question invited the parents to make suggestions regarding the full day kindergarten program. Ninety-two (92) comments were recorded. The majority of the comments (45) were praises and commendations for the quality of the program, children's work and activities, caliber of the teachers, children's enjoyment of the program, and the school's fostering of creativity and academic growth. Ten (10) comments were to shorten the day. The remaining were individual comments about the lunchroom, computer education, the readiness programs, etc.

Due to the greater amount of parent exposure to the full day kindergarten program through home-school communication (home visits and conferences), volunteering in the classrooms, Parent Education Programs, and children's recounting of their school experiences, parents appear to have a clearer understanding of program objectives and activities and are very supportive of them.

SCHOOL NUMBER FOUR
INWOOD, LI, NY 11696

CLASSROOM TEACHERS EVALUATION

January, 1984

Teacher's name_____

Early Lunch 6

Late Lunch 7

13 Evaluations Distributed
13 Evaluations Returned

1. Did you find the home visits:

Very worthwhile 13 Somewhat worthwhile 0 Not worthwhile 0

Any comments: (Number of home visits made 239).
The home visits gave good insight into family background and parent-child interaction. They establish a rapport with parents and strengthen home-school communication.

2. Do you find the length of the kindergarten day (6 hours):

Just right 4 Too short 0 Too long 9

Any comments:
Start and end program earlier. During the last hour of school, children become tired, restless, hyperactive and acting out. Some teachers felt a shorter day (5 hours) would be in the best interests of the children.

3. Is the program starting time of 9:30 A.M.

Just right 1 Too early 0 Too late 12

Any comments:
Children have too long a wait for the schoolday to begin. Most children are up early; with an earlier start they would be more alert and productive.

4. Is the program ending time of 3:30:

Just right 1 Too early 0 Too late 12

Any comments:
After 2:00 P.M. or 2:30 P.M. children are reported to be exhausted and irritable. Earlier ending time is suggested.
One teacher stated that her children are upset by darkness in her classroom in the afternoon.

5. When the children arrive at school, are they generally:

Excited 12 Accepting 1 Unhappy 0

Any comments:
Children are overstimulated by several hours of TV before they get to school.

6. When the children leave school, are they generally:

Excited 6 Accepting 5 Unhappy 2

Any comments:
Most children range from tired to hyper and are in general overstimulated by a long day.

7. How do you feel about home/school communication (telephone, school conferences)

Excellent 9 Fair 4 Poor 0

Any comments:
Some parents were non-receptive and careless about notifying the school of their inability to attend
Parents of most needy children in one class did not attend meetings or conferences.

8. Is the class size of 19/20:

Just right 8 Too small 0 Too large 5

Any comments:
This year's number was much better than last year's.
An aide is seen as a necessity with 20 children.
The ideal number of pupils was reported as being 18 (5 teachers).

9. A rest period is appropriate:

For all children 13 For some children 0 For no children 0

Any comments:
Some children relax and some rest; but all need the time to unwind during a full day of togetherness.

10. A half-day or extended day program would be appropriate:

For all children 0 For some children 13 For no children 0

Any comments:
Some children have difficulty functioning in the P.M. and might need either half or extended day.

11. The children's functioning level for the Hammondsport and special programs related to the time of day (A.M._____ P.M._____) is:

A.M. Very high 8 Average 1 Very low 1

P.M. Very high 4 Average 3 Very low 1

Any comments:
Some time slots (ex. 12:50 P.M.) are not reported as being ideal.

12. The special programs (music/movement, physical education, library, Hammondsport) are:

Very worthwhile 13 Somewhat worthwhile 0 Not worthwhile 0

Any comments:
Children look forward to most specials. Some children (2 classes) dislike going to library, are restless during that time and find it boring.

13. The enrichment specials (museum, safety village, speech development, music and reading) are:

Very worthwhile 12 Somewhat worthwhile 0 Not worthwhile 0

Any comments:
Three classes reported children's strong dislike for speech help. The experience of museum was not seen as optimal by one teacher since the two groups distract one another.

14. The support programs (speech therapy, bilingual ESL, adaptive physical education) are:

Very worthwhile 10 Somewhat worthwhile 3 Not worthwhile 0

Any comments:
Teachers report the wish to start language services. Some scheduling problems were reported with ESL. One teacher prefers ESL help within the classroom.

15. What influence has the full day program had on curriculum development and its implementation?

Very significant 10 Somewhat significant 3 Not significant 0

Any comments:
More indepth work can be done in social studies, reading and language programs. More areas of the program can be extended and more project work on a theme is possible.

16. In what ways has the full day program affected your ability to work with individual and small groups of students?

Very significant 8 Somewhat significant 3 Not significant 0

Any comments:
More one-to-one or small group work is possible, especially with the help of aides or parent volunteers.

17. In comparison, what does the full day enable you to accomplish that the half day program did not? Please be specific.

The full day relieves a lot of pressure in the classroom.
With two work times, there is enough time to get involved with a variety of projects of a sequential nature.
With a relaxed atmosphere children are more creative and involved. Concepts can be introduced slowly for those children who need basic skills development.
There is enough time to get to know the children better and expand the curriculum
The fact that no other group shares the room is a secure feeling for full day children.
More time is available for: trips, individualization, reinforcement, cooking activities, more continuity during work time, development of curriculum.

NUMBER FOUR SCHOOL
INWOOD, LI, NY 11696

Summary Comments:

January, 1984

Advantages of Full Day Kindergarten

-Know children better and meet their needs in groups or one-to-one.
-More time for follow through activities.
-Opportunity to develop curriculum, take full day trips, engage in cooking activities and make home visits.
-More time for socialization, exploration and creativity for children.

Disadvantages of Full Day Kindergarten

-Hours of the program: day a little too long, a little too late. Children are tired in P.M. because of too many hours of having to function in a large group.
-Some children refuse to go for speech help.

Recommendations for next year:

Shared by most teachers: Change starting and ending times.
Make the day shorter.
Keep aides.

Single Comments:
-Reduce class size.
-Hire a full time psychologist.
-Provide another indoor large muscle activity.
-Hammondsport and Library should not be scheduled back to back.
-Back to school night should not overlap with content of home visit; it is not necessary and could be changed to host book sale.
-Hold teacher conferences end of November or beginning of December and stress need to attend.
-Keep the Small Kindergarten class.
-Resume ½ class only in museum.
-Divide children in classes according to age; group children turning 5 from December to July and May to November.

SCHOOL NUMBER FOUR
INWOOD, LI, NY 11696

SPECIAL TEACHER EVALUATION

January, 1984

8 Evaluations were distributed
8 Evaluations were returned

Teacher's name_____ Special subject_____

1. Did you find the home visits (If you accompanied the classroom teachers):

   Very worthwhile 3 Somewhat worthwhile 1 Not worthwhile 0

   Any comments: Home visits allow teachers to become familiar with children and families.

2. Do you find the length of the special period (30 minutes):

   Just right 5 Too short 2 Too long 1

   Any comments: -Children's attention span too short for a 30 minute period.
   -Too rushed, not enough time to cover a subject or do a project.
   -In A.M. it is fine, after 1 P.M. becomes difficult.
   -Some alert classes can handle 40 minutes.

3. Is the program starting time of 9:30 A.M.:

   Just right 1 Too early 0 Too late 7

   Any comments: -Earlier starting time would be more beneficial.
   -Children are already up 2½ hours before they come to school.
   -Children are at their best in the A.M.; end day at 2:00 or 2:30 P.M.

4. Is the program ending time of 3:30:

   Just right 0 Too early 0 Too late 8

   Any comments: All P.M. classes too tired when in specials. Many want to take a nap. (4 comments)
   9:00 to 3:00 would be more beneficial.

5. How do you feel about home/school communication (telephone, school conferences, program presentation)?

Excellent 5 Fair 0 Poor 0

Any comments:

6. Is the class size of 19/20:

Just right 7 Too small 0 Too large 1

Any comments: Reading groups of 4 and 5 are more manageable and more can be accomplished.

7. A rest period is appropriate:

For all children 6 For some children 2 For no children 0

Any comments: Quiet time to unwind or rest needed by all. (4 teachers)

8. A half-day or extended day program would be appropriate:

For all children 2 For some children 5 For no children 0

Youngster who cannot handle a full day should start with ½ day.

9. The children's functioning level for the Hammondsport and special programs as it relates to the time of day (A.M.) is:

Very high 5 Average 4 Very low 0

Any comments: -Most children function best in A.M.
-A.M. long for those on late lunch.

10. The children's functioning level for the Hammondsport and special programs as it relates to the time of day (P.M.) is:.

Very high 0 Average 6 Very low 2

Any comments: Functioning level of P.M. higher than last year's P.M. but still not as high as A.M.
High functioning children more distractable in P.M.
Concentration and stamina are low in the P.M. (2 teachers)

11. The special programs (music/movement, physical education, library, Hammondsport) are:

Very worthwhile 8 Somewhat worthwhile 0 Not worthwhile 0

Any comments: Children need diversification, different viewpoints.
Need full time librarian.

12. The enrichment specials (museum, safety village, speech development, music and reading) are:

Very worthwhile 6 Somewhat worthwhile 0 Not worthwhile 0

Any comments:

13. The support programs (speech therapy, bilingual ESL, adaptive phys. ed.) are:

Very worthwhile 6 Somewhat worthwhile 0 Not worthwhile 0

Any comments: -Needs of all children must be met.
-Certain children need more ESL.

14. What influence has the full day program had on curriculum development and its implementation:

Very significant 4 Somewhat significant 1 Not significant 0

Any comments: -More activities can be included during the day and therefore, more stimulation is provided.
-Greater amount of exposure to school skills.
-Full day allowed for inclusion of speech development in the curriculum.

NUMBER FOUR SCHOOL
INWOOD, LI, NY 11696

Summary Comments: January, 1984

Advantages of Full Day Kindergarten

-Children are with trained early childhood adults who can plan experiences based on needs.
-More activities and diversification.
-Chances to interact with peers and get used to full day.
-More curriculum material can be provided and covered.
-Teachers learn more about the needs of children. Better for working parents.
-Ample time to provide specials and cover curriculum.

Disadvantages of Full Day Kindergarten

-Having a very late day even if not appropriate for children.
-Children become too tired with a lot of stimulation.
-Starting and ending times should be changed.
-For some, it is a long, hard, trying day.

Recommendations for next year:

-Continue program as is.
-Length of day not appropriate.
-With museum, there is no carryover from week to week. Having class two times a week would help.
-Change hours to 9:00 A.M. to 2:30 P.M. Switch P.M. Hammondsport to A.M. midyear.
-Breakfast program for those who need it. Shorten time children are required to sit.

NUMBER FOUR SCHOOL
WANSER AVENUE
INWOOD, LI, NY 11696

MIDYEAR PARENT EVALUATION — January, 1984

1. Did you attend the September Orientation meeting?

Yes 115 No 23

If yes, how helpful did you find this meeting?

Very helpful 68 Somewhat helpful 41 Not helpful 1

Any comments: 14
-Meeting informative, clarified goals, familiarized parents with staff, "educated" parents about school program and children's activities. (10 parents)

2. Did you attend the October Back-to-School night with your child?

Yes 126 No 23

If yes, how helpful did you find this meeting?

Very helpful 79 Somewhat helpful 32 Not helpful 4

Any comments: 31
-A nice sharing experience and an opportunity to meet teacher and have children show off where they work. (21 parents)
-Meeting more personal, teacher's explanations very helpful. (4 parents)
-Fun for child; we already knew the school.

3. Did you find the home visit of your child's teacher:

Very worthwhile 108 Somewhat worthwhile 27 Not worthwhile 1

Any comments: 46
-Excellent idea, a good way to meet the teacher and establish close relationship.
-Child felt special and reassured about new teacher. Close contact with teacher has continued since. (35 parents)
-Since teacher does not know children, a little later in the year would be more meaningful

4. Do you find the length of the kindergarten day (6 hours):

Just right 133 Too short 0 Too long 20

Any comments: 28
-Just right; for my child day doesn't seem to be long enough. (7 parents)
-4½ to 5 hours should be enough for five year olds, even though children adjusted to present schedule. (9 parents)
-Even though child loves program, she/he comes home exhausted and sometimes cranky. (3)

5. Is the program starting time of 9:30 A.M.

Just right 125 Too early 2 Too late 24

Any comments: 20
-Earlier start (8:30-9:00) more convenient for parents with older children in school. (11)
-Start earlier, child is up at 7:30 and it is a long time before school. (2)
-Child gets an extra hour of sleep and is not rushed in the morning. (5)

6. **Is the program ending time of 3:30:**

Just right 110 **Too early** 0 **Too late** 32

Any comments: 18

-Earlier ending time would be better (between 2:30 and 3:00). (7 parents)
-9:00 to 3:00 day would be better because of siblings on that schedule. (2 parents)
-Late dismissal leaves very little time for after school activities. (3 parents)
-I like 3:30 ending, but it really knocks child out.

7. **When your child leaves for school is he/she:**

Excited 102 **Accepting** 44 **Unhappy** 0

Any comments: 28

-Loves to go to school and looks forward to it. (20 parents)
-Very excited. (3 parents)
-Thrilled.
-Sometimes he looks forward to a special teacher or project and he feels excited.

8. **When your child comes home from school is he/she:**

Excited 91 **Accepting** 41 **Unhappy** 2

Any comments: 27

-Content and eager to show what he has done at school. (10 parents)
-Unhappy because he does not have anyone to play with at home. (2 parents)
-Usually tired and/or hungry. (5 parents)
-Very full of energy and excited. (3 parents)

9. **How does your child behave when he/she comes home from school:**

Full of energy 43 **His/her usual self** 74 **Very tired** 19

Any comments: 26

-A little tired, needs time to rest and unwind. (11 parents)
-Excited about school activities, tells all, then rests and relaxes. (5 parents)
-After telling day's activities, usually watches T.V. resting on the couch to regain his energy. (2 parents)

10. **What does your child do when he/she comes home from school?** 132 responses

-Eats a snack, runs outside or watches T.V. (33 parents)
-Watches T.V. and plays with toys. (31 parents)
-Watches T.V. or plays with friends or siblings. (30 parents)
-Plays with friends and once a week has dancing (or acting, violin, gymnastic) lessons. (13 parents)

11. **What time does your child go to sleep at night?** 149 responses

7:00 (5); 7:30 (10); 8:00 (35); 8:30 (38); 9:00 (45); 9:30 (11); 10:00 (4); 11:30 (1)

12. **What time does your child get up in the morning?** 143 responses

6:00-6:30 (4); 7:00 (36); 7:30 (42); 8:00 (46); 8:30 (15)

13. **How do you feel about home/school communication (with teacher, nurse, principal, etc.)?**

Excellent 130 **Fair** 11 **Poor** 0

Any comments: 22

-Everyone contacted was very helpful. (8 parents)
-Teacher is extremely cooperative and available for discussions. (7 parents)
-Response of staff is fabulous, everyone is very concerned about welfare of children. (3 parents)

14. **Please check those programs which your child seems to enjoy.**

Music and Movement 138	Art Projects 113	Library 99
Cooking Activities 94	Safety Village 92	Museum 91
Outdoor Playgrounds 129	Assemblies 94	Trips 120
Physical Education 116	Sand Room 89	Lunch 83
Monkey Bar Gym 128	Reading Center (Hammondsport) 101	

(One parent added: Likes music during nap.)

15. **Please write any suggestions you have to improve the full day kindergarten program.** 92 comments

-The school fosters creativity and academic growth. Teachers are excellent. Very pleased with program, child loves going to school. (45 parents)
-Shorten the day (end at 2:30, or 8:40 A.M. to 3:00 P.M.) (10 parents)
-There should be more programs at night (including P.T.A. meetings) for working parents. (4 parents)
-Three weeks of adjustment period is unnecessary. (3 parents)
-Child unhappy and anxious about lunch matron's behavior. (4 parents)
-Have a longer day to accomodate working parents.
-Make hours same as other elementary schools.
-Child is happy but lacks substantial progress.
-Have hours 9:00 A.M. to 3:00 P.M.
-School has a great reputation among "graduate" parents, now I see why.
-Feel very comfortable about the school.
-Like the idea of working with sounds and letters, it prepares them more for first grade.
-Lengthen Hammondsport.
-Add a computer course. Have children perform the beautiful songs they learn.
-Like parent workshop; especially babysitting.
-PreK should be compulsory.
-Could we have a lending library?
-Have children watch some T.V. for current events.
-Continue instructing children on safety, drug and alcohol abuse, child abuse, etc. on an ongoing basis.
-Provide parent workshops on computers.
-Child lacks challenge in reading.
-Do more math readiness.
-Could the teacher send home a monthly summary of child's progress?
-Explain how classes are formed; following what criteria?
-Do not have frequent or long bus trips away from school.
-Provide aides.
-Lunchtime too rushed and rigid.
-Sell apple juice at lunch.
-The bathrooms should be sanitary.

Parent's name _____ Child's name _____ Room No. _____